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Commemoration of the abolition of slavery and the transatlantic slave trade

Programme of educational outreach on the transatlantic slave trade and slavery

Report of the Secretary-General

Summary

The present report is submitted in accordance with General Assembly resolution 70/7, in which the Assembly requested the Secretary-General to report on continued action to implement the programme of educational outreach on the transatlantic slave trade and slavery, including actions taken by Member States, as well as the steps taken to enhance public awareness of the *Ark of Return*, the permanent memorial to honour the victims of slavery and the transatlantic slave trade at United Nations Headquarters. This report covers the period 1 August 2015 to 31 July 2018.

Since my previous report (A/70/221), of 31 July 2015, the Department of Public Information organized three commemorations for the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade under themes related to the heritage and culture of the African diaspora; the legacy and contributions of people of African descent; and the triumphs and struggles for freedom and equality.

In addition to the commemorative ceremonies that took place in the General Assembly Hall, the Department organized a series of activities in cooperation with a range of partners, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), which included educational briefings, film screenings, discussions, cultural events and exhibitions. Outreach to and the engagement of young people was a particular focus for the Department on such subjects as the lessons of the transatlantic slave trade and the dangers of racism and prejudice. Activities have increased both in number and quality and have been held throughout the year, helping to ensure that the Remember Slavery programme achieves a global impact. The Department also mobilized its network of United Nations Information Centres, made use of social media platforms and strengthened partnerships with Member States and a broad range of civil society actors to raise awareness of the *Ark of Return* and the issues covered by the programme.

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I. Introduction

1. On 17 December 2007, the General Assembly, in its resolution 62/122, designated 25 March as the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade.

2. In the same resolution, the General Assembly requested the Secretary-General to collaborate with and build on the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO), including its Slave Route Project, to establish a programme of educational outreach to instil in future generations an understanding of the causes, consequences and lessons of the slave trade and to communicate the dangers of racism and prejudice.

3. In its follow-up resolutions, including resolution 70/7, the General Assembly also requested the Secretary-General to report at its seventy-third session on continued action to implement the outreach programme and the steps taken to enhance world public awareness of commemorative activities and the *Ark of Return*.

4. The present report is submitted pursuant to those requests.

II. Background

5. Taking place over a 400-year period, the transatlantic slave trade was the largest forced migration in history. The extensive exodus of Africans to many areas of the world was unprecedented in human history. The legacy of that migration remains evident today in the large populations of people of African descent living throughout the Americas. In the past few years, efforts have been made to raise public awareness regarding the transatlantic slave trade and its lasting consequences on societies throughout the world. As part of those efforts, it is essential to recognize the contributions that enslaved people and their descendants have made to the societies that forced them into bondage. Aligning the themes and activities of the Remember Slavery programme with those of the International Decade for People of African Descent (2015–2024) affords an opportunity to showcase those contributions and recognize that people of African descent represent a distinct group whose human rights must be promoted and protected, in order to continue to combat racism and prejudice.

III. Remember Slavery programme

6. Through its programme of activities, the Remember Slavery programme, managed by the Department of Public Information, is aimed at honouring the victims of slavery and the transatlantic slave trade and raising awareness of the dangers of racism and prejudice. Working closely with members of the Caribbean Community (CARICOM) and the African Union, the programme organized a series of events throughout the reporting period. In addition to the annual observance of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade during the week of 25 March, the worldwide commemorative and educational activities, in cooperation with UNESCO, included cultural events, student briefings, panel discussions, exhibitions, film screenings and outreach to media.

7. The yearly themes during the reporting period included: "Remember slavery: celebrating the heritage and culture of the African diaspora and its roots" (2016); "Remember slavery: recognizing the legacy and contributions of people of African descent" (2017); and "Remember slavery: triumphs and struggles for freedom and equality" (2018).

IV. Permanent memorial

8. Through the *Ark of Return*, the Remember Slavery programme conveys to visitors the lessons and legacy of slavery and the transatlantic slave trade.

9. The programme continued to promote the permanent memorial at an annual global student video conference. Architects Rodney Leon and Hossam Younes, both members of the *Ark of Return* design team, participated in the conferences and briefed students about the significance of its triangular shape and the three design elements: "acknowledge the tragedy"; "consider the legacy"; and "lest we forget". Students participating in the conference were invited to visit the *Ark of Return* afterwards.

10. The Remember Slavery programme is working in close partnership with the Visitor Services unit to increase the number of visitors to the permanent memorial. The unit's website features the *Ark of Return* prominently and offers a special tour during Black History Month in the United States of America (February). The Remember Slavery programme also conducted weekly briefings for students and members of the general public at the *Ark of Return*, from March to December each year. The permanent memorial is also promoted on the social media accounts of the programme and the Visitor Services unit. A small replica of the permanent memorial is sold in the United Nations Bookshop.

11. The programme continues to produce promotional materials, including a multilingual poster and brochure to encourage visits to the permanent memorial. Posters and postcards were disseminated to United Nations Information Centres and schools. The programme also developed an annual calendar featuring the *Ark of Return*, which was available on the programme's website for download. Print copies were made available to the Visitor Services unit and stakeholders, including Permanent Missions to the United Nations. The programme also produced several interviews with the ambassadors, keynote speakers and students at the *Ark of Return*, which were promoted on social media.

V. Annual commemorations

12. The Department of Public Information collaborated with the Office of the President of the General Assembly, and States members of CARICOM and the African Union to organize annually a series of events around the week of 25 March in observance of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade.

A. Solemn commemorative meetings of the General Assembly

13. In 2016, the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade was observed at United Nations Headquarters on Tuesday, 29 March. The commemorative meeting of the General Assembly featured remarks by the President of the Assembly, the Deputy Secretary-General and Member States. The keynote address was delivered by Sheila Walker, cultural anthropologist, filmmaker and Executive Director of Afrodiaspora, Inc.

14. In 2017, the International Day was observed at United Nations Headquarters on 24 March. The commemorative meeting of the General Assembly featured remarks by the President of the Assembly, the Secretary-General and Member States. The keynote address was delivered by Lonnie Bunch, Director of the Smithsonian Institution's National Museum of African American History and Culture in

Washington, D.C. Following the ceremony, there was an unveiling of newly installed plaques at the *Ark of Return*.

15. In 2018, the International Day was observed at United Nations Headquarters on 26 March 2018. The commemorative meeting of the General Assembly featured remarks by the Secretary-General, the Vice-President of the Assembly and Member States. The keynote address was delivered by Graciela Dixon, former Chief Justice of the Supreme Court of Panama.

B. Cultural and culinary events

16. The Remember Slavery programme organized a cultural and culinary event to coincide with the commemorative sessions to celebrate the heritage and traditions that enslaved Africans had brought to Europe and the Americas. The events included musical performances by Dion Parson and the 21st Century Band (2016), La Familia Sextet (2017) and the Feraba African Rhythm Tap Band as well as Jamaican reggae artist Kezzi (2018).

17. In 2016, contributing Member States included Antigua and Barbuda, Barbados, El Salvador, Ghana, Haiti, India, Jamaica, Kazakhstan, Kenya, Lebanon, Panama, Paraguay, Senegal, Suriname, Sweden, Trinidad and Tobago, Ukraine and Uruguay.

18. In 2017, contributing Member States included Antigua and Barbuda, Azerbaijan, Bahamas, Belize, Brazil, Cabo Verde, members of CARICOM, Cuba, Ghana, Haiti, India, Jamaica, Kenya, Liberia, the Philippines, Senegal, Trinidad and Tobago, the United States and Venezuela (Bolivarian Republic of).

19. In 2018, contributing Member States included Albania, Belize, Brazil, Cabo Verde, Cuba, Egypt, Gambia, Germany, Ghana, Guyana, Haiti, India, Israel, Kenya, Liechtenstein, Jamaica, Sri Lanka, New Zealand, Nigeria, Panama, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago and Uruguay.

C. Global videoconferences for students

20. On 13 May 2016, the 8th annual Remember Slavery global student videoconference was held at United Nations Headquarters New York. The videoconference brought students together from Senegal, Trinidad and Tobago and the United States to discuss the heritage and culture of the African diaspora. Featured speakers included: A. Missouri Sherman-Peter, Permanent Observer for CARICOM; Rodney Leon, architect of the *Ark of Return*; and Sheila Walker.

21. On 12 May 2017, the programme organized the 9th annual global student videoconference, which brought together students from Jamaica, Liberia and the United States to discuss black achievement. Through sharing presentations and artistic performances, students learned about the ways in which enslaved Africans and their descendants influenced and continue to shape societies around the world, including in the areas of technology, social activism and culture. Featured speakers included: José Luis Fialho Rocha, Permanent Representative of Cabo Verde to the United Nations; Pennelope Althea Beckles, Permanent Representative of Trinidad and Tobago to the United Nations; and Richard Benjamin, Head of the International Slavery Museum in Liverpool, United Kingdom of Great Britain and Northern Ireland. Delivering a spoken word performance was Soré Agbaje, a graduate of Urban Word NYC.

22. On 27 April 2018, the programme organized its 10th annual global student videoconference, which brought together students from Mexico, the United Republic

of Tanzania and the United States to discuss the triumphs and struggles of people of African descent. Featured speakers included: A. Missouri Sherman-Peter, Permanent Observer for CARICOM to the United Nations; Mahammed Naguib Soomauroo, Deputy Permanent Representative of Mauritius to the United Nations; Hossam Younes, of Rodney Leon Architects; and Professor Christian Crouch of Bard College. A musical performance was given by Jesse George and Alia Pierre. The event was held with support from the National Association for the Advancement of Colored People, the Associated Schools Project Network of UNESCO, the New York City Department of Education and United Nations Information Centres.

D. Briefings for non-governmental organizations and panel discussions

23. On 14 April 2016, the Department of Public Information organized a round-table discussion entitled "The musical journey of the African diaspora", at United Nations Headquarters in New York. Experts told participants that the rhythms and musical traditions enslaved people brought with them from their homeland were essential to their survival and maintaining their identity. Speakers included: Craig Boyd, Professor of Music at Suffolk County Community College; Peter Manuel, Professor of Ethnomusicology at John Jay College of Criminal Justice and the Graduate Center of the City University of New York; and Melissa Gonzalez, Professor of World Music and Western Art Music at Hunter College and Montclair State University. The discussion was moderated by Marta Moreno Vega, Founder and President of the Caribbean Cultural Center African Diaspora Institute and adjunct professor at the Department of Arts and Public Policy of New York University.

24. On 30 March 2017, the Department held a discussion with representatives of non-governmental organizations entitled "The transatlantic slave trade and the socioeconomic contributions of people of African descent" at United Nations Headquarters in New York. Speakers included: Professor Verene A. Shepherd of the University of the West Indies at Mona, Jamaica; Professor Joseph E. Inikori of the University of Rochester, New York; Dean Ben Vinson of George Washington University, Washington, D.C.; and Cy Richardson of the National Urban League, New York. The discussion focused on the socioeconomic contributions that people of African descent have made to the development of societies in Latin America, the United States and the Caribbean from past to present.

25. On 29 March 2018, the Department held a discussion with non-governmental organizations entitled "Triumphs and struggles for freedom and equality" at United Nations Headquarters in New York. Speakers included Courtenay Rattray, Permanent Representative of Jamaica to the United Nations; Charo Mina-Rojas, National Coordinator of Advocacy and Outreach for the Black Communities' Process; Danei Cesario, Associate Architect, Array Architects; and Jadayah Spencer, Executive Director of the International Youth Leadership Institute.

VI. Other educational activities

A. Film screenings

26. Recognizing the power of film as an educational tool, the Department continued its multilingual film series related to the transatlantic slave trade and the legacy of slavery.

27. On 16 February 2016, the Remember Slavery programme organized a screening in New York of the film *Race* in partnership with the New Jersey Amistad

Commission, the New Jersey and New York Departments of Education and Focus Features.

28. On 31 March 2016, the programme participated in events commemorating the twenty-fifth anniversary of the African Burial Ground National Monument in New York. Events included a student event, art and a tour, and screenings of the documentary films *Then I'll Be Free to Travel Home: the Legacy of the New York African Burial Ground* and *The Ark of Return*.

29. On 18 February 2017, the programme partnered with the African Burial Ground National Monument in New York to host two screenings of the documentary film *Maya Angelou: And Still I Rise*, at the Monument, which were followed by discussions with the film's co-director and producer, Rita Coburn Whack.

30. On 18 October 2017, the programme partnered with the Office of the Assistant Secretary General of the Organization of American States (OAS) and Afrodiaspora, Inc. for a screening of the documentary film *Familiar Faces/Unexpected Places — A Global African Diaspora*, at the Hall of the Americas at the OAS Main Building.

31. On 8 February 2018, the Department partnered with the International Decade for People of African Descent for a screening of *Familiar Faces/Unexpected Places — A Global African Diaspora*, which was held at United Nations Headquarters in New York. The film was produced by Sheila Walker.

B. Other educational activities

32. On 24 March 2016, in observance of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade, the programme partnered with the Permanent Mission of the Republic of Sierra Leone to the United Nations to organize a panel discussion entitled "The transatlantic slave trade: constructing new Amistad, Bunce Island, Gullah, Maroon and Nova Scotia bridges", at United Nations Headquarters in New York. The event was co-sponsored by the Permanent Mission of Jamaica to the United Nations and the Sierra Leone Monuments and Relics Commission.

33. On 31 August 2016, the programme organized a lecture entitled "Resistance to and the impact of the transatlantic slave trade". The lecture explored facts and misconceptions regarding the transatlantic slave trade and was moderated by the Department of Public Information. Speakers included Marie Paule Roudil, Director of the UNESCO Liaison Office and Natasha Lightfoot, Associate Professor of History at Columbia University. The event was held under the umbrella theme of "The birth of a nation: slavery, resistance and abolition" lecture series, which was a joint initiative by the United Nations, the American Library Association, Fox Searchlight Pictures and BazanED.

34. On 7 December 2016, the programme organized a tour of the *Ark of Return* for the Permanent Representative of Suriname to the United Nations, the Mapping Slavery project, from Amsterdam, and other special guests from Suriname.

35. From 27 through 30 December 2016, the programme participated in and distributed promotional materials on the *Ark of Return* during the events held at the African Burial Ground National Monument for Kwanzaa.

36. On 27 December 2017, the programme gave presentations on the *Ark of Return* at the African Burial Ground National Monument for Kwanzaa, in New York. The presentations tied in with the day's theme of *Kujichagulia* (self-determination).

VII. Educational and promotional materials

A. Exhibitions

37. The Remember Slavery programme mounted the exhibit *Africans in India: from Slaves to Generals and Rulers*, in February and March 2016 at United Nations Headquarters in New York. The exhibit was created by the Schomburg Center for Research in Black Culture of the New York Public Library. The curators were Sylviane A. Diouf, Director of the Lapidus Center for the Historical Analysis of Transatlantic Slavery at the Schomburg Center, and Kenneth X. Robbins, collector and expert in Indian art. The programme facilitated the display of this exhibit at the Museum of African Heritage in Georgetown, Guyana, in August 2016, in partnership with the Schomburg Center. The programme also produced travelling versions of the exhibit in Arabic, English, French, Portuguese and Spanish, which were displayed by United Nations Information Centres around the world. The United Nations Information Centre in New Delhi produced and displayed the Hindi version.

38. On the occasion of its tenth anniversary in 2017, the programme produced an exhibition entitled "Remember slavery: recognition, justice and development", outlining its programme of activities and its common objectives with those of the International Decade for People of African Descent (2015–2024). The exhibition is displayed on the guided tour route of the General Assembly building. The programme produced travelling versions of the exhibit in French, Portuguese, Russian and Spanish that were displayed at 20 United Nations Information Centres.

39. In 2018, the programme mounted the exhibit "A Legacy of Black Achievement" in the visitors' lobby at United Nations Headquarters in New York. Produced by the International Slavery Museum in Liverpool, United Kingdom, and adapted from the "Black Achievers Wall" gallery at the museum, the exhibit is a celebration of black achievers, past and present. It featured 22 notable personalities of various backgrounds, eras, regions and disciplines, who paved the way for civil rights, human rights, recognition and justice for people of African descent in Africa and the diaspora. The programme also produced travelling versions of the exhibit in all six official languages of the United Nations, which were displayed at 18 United Nations Information Centres in 2018. The Centre in Dar es Salaam produced and displayed the Kiswahili version at its premises.

40. The programme also mounted the exhibit "Remember slavery: say it loud", in March 2018 in the visitors' lobby of the General Assembly building. Produced in collaboration with the National Organization of Minority Architects, the exhibit highlighted the work of 21 architects of African descent who, through their perseverance and creative talent, have gained recognition in this elite profession.

B. Film packages

41. In 2016, the programme subtitled the film *Queen Nanny: Legendary Maroon Chieftainess* in French, Portuguese and Spanish and made it available to United Nations Information Centres for their commemorative activities. In 2017, the Department produced, as part of its UNStories series, a film entitled *The African Roots of Cuba's Music*, featuring the impact of the transatlantic slave trade on the culture and music of Cuba.

42. In 2018, the programme subtitled the film *Familiar Faces/Unexpected Places: A Global African Diaspora* in French, Portuguese and Spanish and made it available to United Nations Information Centre for use in their commemorative activities. The

programme worked with the Centre in Dar es Salaam and United Nations Offices in Minsk and Yerevan to subtitle the film into Armenian, Kiswahili and Russian.

C. Website

43. The Department redesigned its "Remember Slavery" website[1] in the six official languages in 2017 to reflect the new brand that was produced for its tenth anniversary. The programme also expanded the scope of activities posted on the site to include articles on its educational events in all six official languages. In addition, summaries on the commemorative events held by the global network of United Nations Information Centres have been added. The site includes educational resources on the transatlantic slave trade and the permanent memorial.

D. Print products

44. The programme continues to develop traditional media and multilingual print materials such as flyers, posters, postcards, banners, bookmarks, pins, folders and press kits. To commemorate the programme's 10-year anniversary, the Department of Public Information rolled out the new logo that was featured on various products, including a notepad for students, social media cards, stickers and brochures. Posters and postcards continue to be available in digital format at the United Nations Information Centres in the six official languages, as well as in Kiswahili and Portuguese. In 2017, the programme also produced a USB card and sticker that featured the new logo of the programme.

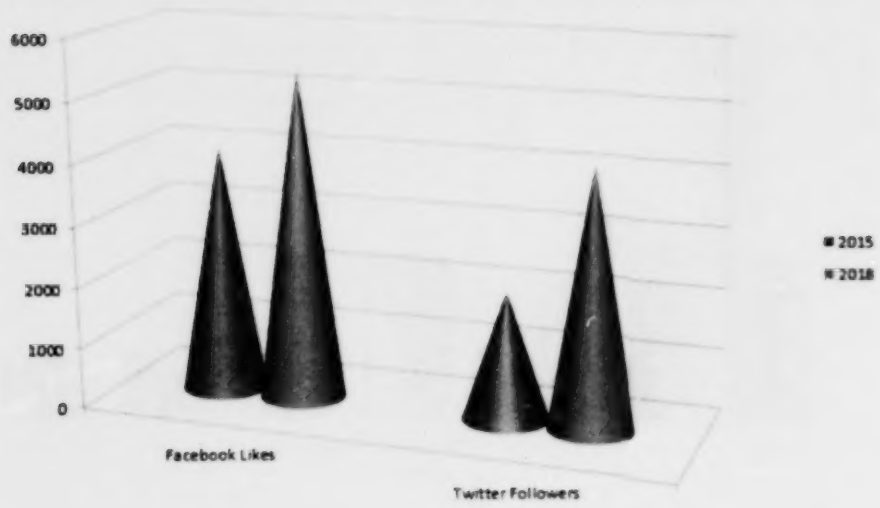
E. Multimedia

45. The Department facilitated media coverage of the activities held throughout the year through its multimedia and social media services. Events and the activities related to the permanent memorial were promoted through Facebook, Twitter and the main United Nations social media accounts, including YouTube. From 2015 to 2018, the programme's Facebook account experienced a 30 per cent increase in likes. The programme's Twitter account experienced a 60 per cent increase in the number of followers (see figure 1).

46. The Department helped to raise awareness of both the programme and the *Ark of Return* with a series of podcasts, 15 news stories and eight audio interviews pertaining to the lessons, consequences and legacy of the transatlantic slave trade.

[1] Available at: www.remembersslavery.un.org.

Figure I
Social media followers, Remember Slavery programme

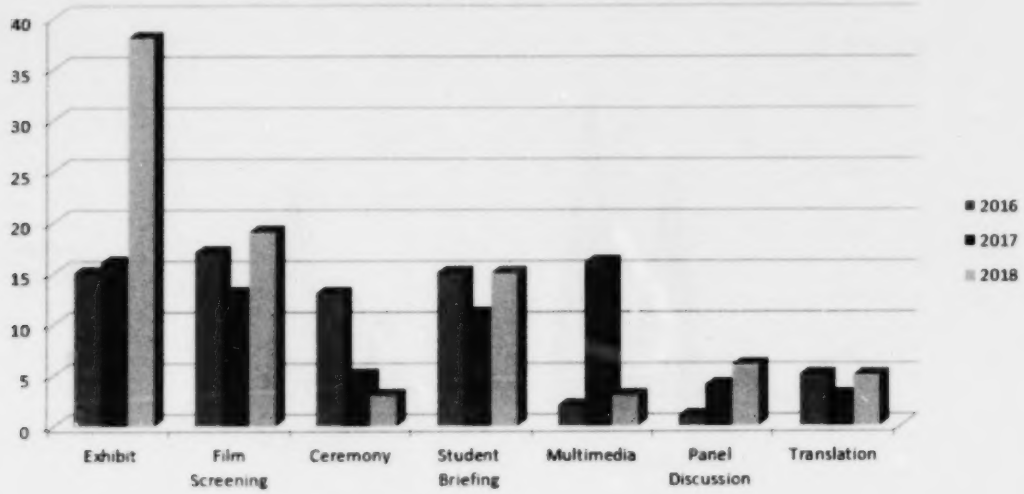


VIII. Activities of the United Nations Information Centres

A. Summary of United Nations Information Centre activities, 2016 to 2018

47. The Remember Slavery programme sharpened its focus and strengthened its support for the outreach activities of the global network of United Nations Information Centres over the past three years. By identifying themes closely linked to the International Decade for People of African Descent, including justice, equality, recognition and development, and by producing multilingual educational materials that convey the lessons, consequences and legacy of slavery, the programme has helped to increase the number and quality of activities implemented by United Nations Information Centres. The key messages of the programme have resonated with academics, students, teachers and non-governmental organizations around the world through the activities of the United Nations Information Centres, helping the programme to achieve a global impact. While roughly the same number of Information Centres held activities in 2015, there has been an increase of nearly 30 per cent since then in the level of their activities — from 70 to 90. These included exhibits, film screenings, ceremonies, student briefings, multimedia, panel discussions and the translation of educational materials into local languages (see figure 2).

Figure 2
Number of "Remember Slavery" activities by United Nations Information Centres



B. Africa

48. The United Nations Information Centre in Accra organized student forums, film screenings and exhibits to commemorative the international day during this reporting period. Exhibits included: "Africans in India: from slaves to generals and rulers"; "Remembering slavery: recognition, justice and development"; and "A legacy of black achievement". Films that were screened included: *Queen Nanny: Legendary Maroon Chieftainess*; *They are We*; and *Familiar Faces, Unexpected Places — A Global African Diaspora*. In addition, the Centre organized a university visit to the Slave River region. Partners included: the University of Ghana; the Tema Community "7" Basic School; the Central University; Abibimman Foundation; and the Ashesi University College.

49. The United Nations Information Centre in Antananarivo organized commemorative ceremonies, film screenings and exhibits. The Centre displayed the exhibit "Remembering slavery: recognition, justice and development" in French at its premises. It also displayed the exhibit "Africans in India: from slaves to generals and rulers" at the United Nations Information Centre premises and Estiim University and organized a screening of the films *Queen Nanny: Legendary Maroon Chieftainess* and *Familiar Faces/Unexpected Places — A Global African Diaspora* in French.

50. The United Nations Information Centre in Brazzaville organized commemorative events, including conferences, film screenings and discussions. Films screened included: *They Are We*; *Queen Nanny: Legendary Maroon Chieftainess*; and *Familiar Faces/Unexpected Places — A Global African Diaspora* in French. The Centre also produced and distributed a promotional card on the *Ark of Return*. Partners in these events included Marien Ngouabi University and the Ministry of Tourism of the Republic of the Congo.

51. The United Nations Information Centre in Bujumbura organized student briefings, which included a reading of the Secretary-General's message, and screenings of the films *Coeur de Lion*; *Queen Nanny: Legendary Maroon Chieftainess*; *They Are We*; and *Familiar Faces/Unexpected Places — A Global African Diaspora* in French. The Centre also mounted the exhibits "Africans in India:

from slaves to generals and rulers" and "Remembering slavery: recognition, justice and development" in French.

52. The United Nations Information Centre in Dakar participated in a special programme about slavery, produced by the Senegalese television talk show *Impressions*. The Centre also displayed the exhibits "Remembering slavery: recognition, justice and development" in French at the Chambre de commerce, d'industrie et d'agriculture de Dakar, and "A legacy of black achievement" in French at its own premises. In addition, the United Nations Information Centre screened *The Goree Memorial, a Monument of African Renaissance in Transatlanticism*. Partners for this screening included the Gorée Memorial and the Chambre de commerce. In 2016, the United Nations Information Centre coordinated the participation via video link of local high school students in the eighth annual global student videoconference, organized by the Remember Slavery programme at United Nations Headquarters in New York.

53. The United Nations Information Centre in Dar es Salaam held an observance for the international day at the Mwalimu Nyerere Memorial Academy, which included a screening of the film *Queen Nanny: Legendary Maroon Chieftainess*. The Centre translated and screened the film *Familiar Faces/Unexpected Places — A Global African Diaspora* and organized a two-day educational field trip for 50 students from Dar es Salaam and Kilwa schools to the slave ruins in Kilwa District. The Centre displayed the exhibits "Africans in India: from slaves to generals and rulers" and "A legacy of black achievement", both of which were translated into Kiswahili by the Centre. The Centre also launched a social media campaign in Kiswahili and English, using the hashtags #kumbukautumwa and #RememberSlavery.

54. The United Nations Information Centre in Harare organized commemorative events, exhibits, film screenings and discussions. Exhibits included "Africans in India: from slaves to generals and rulers", "Remembering slavery: recognition, justice and development" and "A legacy of black achievement". Films screened included *Queen Nanny: Legendary Maroon Chieftainess*; *They Are We*; and *Familiar Faces/Unexpected Places — A Global African Diaspora*.

55. The United Nations Information Centre in Lagos organized film screenings and discussions, exhibits, briefings and a visit to the Slave History Museum in Calabar, Nigeria. Exhibits included: "Africans in India: from slaves to generals and rulers"; "Remembering slavery: recognition, justice and development"; and "A legacy of black achievement". Films screened included *Queen Nanny: Legendary Maroon Chieftainess* and *Familiar Faces/Unexpected Places — A Global African Diaspora*.

56. The United Nations Information Centre in Lomé organized exhibits, film screenings, briefings and visits to the Slave House and the Well of the Enchained Persons memorials. Exhibits included "Mediathèque Jean-Paul II" and "A legacy of black achievement" in French. Films screened included: *Queen Nanny: Legendary Maroon Chieftainess*; *They Are We*; and *Familiar Faces/Unexpected Places — A Global African Diaspora* in French. Partners included local schools and the Collège Protestant Lomé-Agbalépédogan.

57. The United Nations Information Centre in Lusaka coordinated a videoconference discussion on slavery with United Nations Information Centres in Accra, Lagos and Nairobi, which included university students, college lecturers, media representatives and experts in the field of slavery and human rights. In addition, the Centre in Lusaka organized outreach activities and screenings of the films *The Batwa People*; *Queen Nanny: Legendary Maroon Chieftainess*; and *Familiar Faces/Unexpected Places — A Global African Diaspora*. The United Nations Information Centre also displayed the exhibit "A legacy of black achievement" and launched a text message social media campaign. Partners in these events included the

non-governmental organizations Youth Destiny, the Ministry of General Education of Zambia and local schools.

58. The United Nations Information Centre in Nairobi organized a panel discussion and screening of the film *Familiar Faces/Unexpected Places — A Global African Diaspora*. The Centre also displayed the exhibit "A legacy of black achievement" in French. Partners in these activities included local schools and universities.

59. The United Nations Information Centre in Ouagadougou organized lectures in high schools, exhibits and film screenings. Exhibits included "Africans in India: from slaves to generals and rulers", "Remembering slavery: recognition, justice and development" and "A legacy of black achievement". Films screened included *Queen Nanny: Legendary Maroon Chieftainess*; and *Familiar Faces/Unexpected Places — A Global African Diaspora*. Partners included the University of Ouagadougou and local schools.

60. The United Nations Information Centre in Pretoria organized commemorative events around exhibits, and films screenings and discussions. The Centre displayed the exhibit "Remembering Slavery: recognition, justice and development" and screened the films *The Middle Passage*, *Queen Nanny: Legendary Maroon Chieftainess* and *Familiar Faces/Unexpected Places — A Global African Diaspora*.

61. The United Nations Information Centre in Yaoundé organized exhibits in both French and English, and held film screenings as part of their commemorative events. Exhibits included "Remembering slavery: recognition, justice and development" and "A legacy of black achievement". Films screened included *Queen Nanny: Legendary Maroon Chieftainess*; and *Slave Routes: A Global Vision*. The Centre organized these activities in partnership with local schools and universities, the national museum in Yaoundé and the Pan African Youth Network for Culture of Peace.

C. The Americas

62. The United Nations Information Centre in Asunción organized a workshop in Spanish on African rhythms and cultural heritage. The event included a discussion about the history of black communities in Paraguay and the legacy of the transatlantic slave trade. The Centre also displayed the exhibit "Africans in India: from slaves to generals and rulers".

63. The United Nations Information Centre in Bogotá organized exhibits and film screenings in Spanish to mark the international day. Exhibits included "Remembering slavery: recognition, justice and development", which was transferred to the Centre for Memory, Peace and Reconciliation in Bogotá. The United Nations Information Centre also produced an original audio-photo documentary exhibit entitled "Palenque: la herencia de la libertad", which highlighted the legacy of freedom in a community of descendants of marooned slaves. Films screened included *Queen Nanny: Legendary Maroon Chieftainess*; and *Familiar Faces/Unexpected Places — A Global African Diaspora*. Partners included the Claretiana University Foundation, the Memory, Peace and Reconciliation Centre in Bogotá, Fundación Centro de Cultura Afrocaribe and Casa de Cultura.

64. The United Nations Information Centre in Mexico City organized two discussions and screenings of the film *Queen Nanny: Legendary Maroon Chieftainess* in Spanish at the Cineteca Nacional in Mexico City and at the National Institute of Anthropology and History. The United Nations Information Centre also organized the participation of the Carol Baur International School in Naucalpan at the tenth annual global student video conference organized by the programme.

65. The United Nations Information Centre in Panama City hosted an event in Spanish for students from the University of Panama's Faculty of Law and Political Science, government officials, the diplomatic corps, the media and representatives of international and Afro-Panamanian organizations. The event included a screening of the film *Queen Nanny: Legendary Maroon Chieftainess* and a display of the exhibit "Africans in India: from slaves to generals and rulers". Performers from La Reina Congo used music and dance to tell stories about the transatlantic slave trade.

66. The United Nations Information Centre in Port of Spain organized several exhibits and film screenings to mark the International Day. The exhibits included "Africans in India: from slaves to general and rulers" and "Remembering slavery: recognition, justice and development". The Centre also organized two screenings and discussions of the film *Queen Nanny: Legendary Maroon Chieftainess*. Partners in these events included the Scarborough Library in Tobago and the Trinidad and Tobago National Commission for UNESCO. The United Nations Information Centre also arranged for students to participate in the 8th annual global student videoconference.

67. The United Nations Information Centre in Washington, D.C., partnered with a cinema in Maryland to organize a screening and discussion of the film *Queen Nanny: Legendary Maroon Chieftainess* at the theatre. The event was as part of the D.C. Caribbean Film Festival.

D. Asia and the Pacific

68. The United Nations Information Centre in Canberra organized during the reporting period a forum, a seminar, a film screening and exhibit to mark the International Day. The United Nations Information Centre partnered with the Faculty of Law at the University of Technology in Sydney to organize a screening and discussion of the film *Queen Nanny: Legendary Maroon Chieftainess*. A seminar organized by the Centre, Anti-Slavery Australia and the University of Technology in Sydney included a display of the exhibit "Remembering slavery: recognition, justice and development". The forum titled "Ending Slavery: Forum on Combatting Slavery Today" was organized in partnership with the civil society organizations.

69. The United Nations Information Centre in New Delhi organized several exhibits and a film screening to mark the International Day. The exhibits included "Africans in India: from slaves to generals and rulers"; "Remembering slavery: recognition, justice and development"; and "A legacy of black achievement". The United Nations Information Centre also organized a discussion and screening of the film *Familiar Faces/Unexpected Places — A Global African Diaspora*. Partners included the South Asian University and the Department of African Studies at Delhi University, the United Nations House in Lodi Estate, the Association of Spouses of African Heads of Missions, Jawaharlal Nehru University, the Ethiopian Cultural Centre in New Delhi, Lalit Kala Akademi and the art gallery of the India International Centre Annexe.

E. Europe

70. The United Nations Regional Information Centre for Western Europe, in Brussels, translated the poster exhibit "Remembering slavery: recognition, justice and development" into Dutch and distributed both the Dutch and French posters to five schools in Belgium. The schools displayed the exhibit and focused their related lessons on the 2017 theme. The exhibit was also displayed at the University of Ghent for two weeks.

71. The United Nations Information Service in Geneva displayed the exhibits "Remembering slavery: recognition, justice and development" and "A legacy of black achievement" in English and French in the Palais des Nations.

72. The United Nations Office in Tbilisi organized a film screening, a conference and exhibit to mark the international day. The Office organized a screening and discussion of the film *Queen Nanny: Legendary Maroon Chieftainess* for students from Batumi State University. The Office also invited students from local universities to attend a one-day conference on the theme "Celebrating the Heritage and Culture of the African Diaspora and its Roots". The Office displayed the exhibit "Africans in India: from slaves to generals and rulers" at Tbilisi State University.

73. The United Nations Office in Yerevan organized film screenings and briefings with students from local schools as part of their commemorative events. The Office organized screenings and discussions of the films *Slave Route: Soul of Resistance* and *Familiar Faces/Unexpected Places — A Global African Diaspora*. The Office translated the scripts of these films into Armenian and produced branded promotional material, including a roll-up banner, stickers, bookmarks, notepads, pens, handouts and brochures for distribution to participants. The Office also displayed the exhibit "Remembering slavery: recognition, justice and development".

IX. Activities of Member States

74. In General Assembly resolution 70/7, Member States were requested to provide information about their national educational programmes designed to educate and inculcate in future generations an understanding of the lessons, history and consequences of slavery and the slave trade. The contributions received by the Secretariat in 2016 and 2017 are summarized below.

75. To date, Bosnia and Herzegovina has not developed any special educational programmes designed to educate future generations in terms of the understanding, history and consequences of slavery and the slave trade. However, the issue of modern-day slavery and the problem of trafficking in human beings is addressed, as well as the realization of all strategic documents related to this field. In addition, each year, the Bosnia and Herzegovina Ministry of Human Rights and Refugees and the Ministry of Security allocate funds for the protection of victims of trafficking. These funds are intended for the care of victims in safe houses, the provision of necessary care and the resocialization and reintegration of victims.

76. China incorporated the issue of slavery and the transatlantic slave trade into middle school textbooks for history, philosophy and politics in order to better educate students against racism, racial discrimination, racial oppression and other forms of intolerance. China is currently compiling secondary-level textbooks to reflect the revised regular high school history course standard. The new high school standard will include the study of the colonial expansion of western countries into Asia, Africa and Latin America, the establishment of the world colonial system, the resistance by Asian, African and Latin American people and the impact of the national independence movements in semi-colonies on world history.

77. Chile has focused its education on slavery efforts in the context of the Spanish colonial period and the conflicts that took place with the indigenous peoples, notably the Mapuches. The Government has incorporated the issues of slavery in the curricula of history, geography and social sciences courses from the third to the eighth levels of education, following updates made to the core educational requirements in 2012 and 2013 and in the objectives defined in 1996. A law adopted in 2016 mandated the creation of citizenship training plans, which, while not directly linked with the

remembrance of the victims of slavery, do enforce education from the perspective of human rights, equality and non-discrimination, in line with international standards.

78. Colombia's Ministry of National Education has established the position of Chair of Afro-Colombian Studies at all educational institutions, with the goal of educating students about the history and contemporary presence of people of African descent, including their contributions to society. In addition, the Government has established African Heritage Month in May, a chairperson for the International Decade for People of African Descent, ethno-educational guidelines on cultural diversity and the identity of people of African descent and the Galeón Bucaneros Ship Museum, which is dedicated to teaching about the transatlantic slave trade.

79. Costa Rica addresses the topic of the transatlantic slave trade in elementary social studies and civic education and secondary school studies. At the elementary level, instruction touches on discrimination against indigenous people and people of African descent, slavery and women. At the secondary level, instruction touches on the social, economic, political and cultural characteristics of colonial societies in the Americas and Costa Rica from the sixteenth to the nineteenth century, resistance, population status and dynamics in the twentieth and twenty-first centuries and internal mobility in contemporary society.

80. Cuba addresses the issue of slavery in its history curricula, from elementary levels to higher education, as a scourge suffered by thousands of people to satisfy the needs of the plantation economy of the colony. The teaching of this content reflects the suffering inflicted on the slave population, as well as the inhumane methods used to hunt the slaves who ran away from their masters. Thus, it encourages students to reject this cruel practice.

81. In Germany, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany is currently reviewing its recommendation on human rights education (2000) and its decision to strengthen democracy education (2009) in order to respond to current social and political developments. At the school level, the nationwide network "School without racism — school with courage", is open to all schools. At least 70 per cent of students, teachers and technical staff intervene actively in conflicts and pledged to take action against any form of discrimination at their school. The network includes more than 2,400 schools and more than 1 million students. The German Federal Agency for Civic Education offer several different educational tools, such as books, newspapers and online information which highlight the topic of slavery and the slave trade.

82. In Greece, high school students learned about the transatlantic slave trade in history, social and political education and sociology classes. In addition, in accordance with a ministerial decision on school activities, thematic axes are being proposed for a curriculum, which will include human rights and values, children's rights, migration, asylum, war, the refugee crisis, refugees and health, trafficking and trafficking in human beings, issues of identity, integration, intercultural dialogue, immigration and actions of international organizations, active citizens, civil society, volunteerism, migration and media, and Greek migratory and refugee flows over time. Government organizations, non-governmental organizations and schools have approved and implemented educational programmes that refer to more modern forms of slavery and human trafficking.

83. Jamaica has implemented several initiatives aimed at increasing public awareness of the history of slavery and the transatlantic trade in Africans. At the secondary and advanced proficiency levels of education, the history curriculum has dedicated modules to slavery in the Caribbean and the legacy of colonialism. One of the challenges is a declining number of students who study history beyond the ninth grade — the Government is thus considering making history a compulsory subject.

The Culture in Education programme developed in 2002 incorporates cultural elements into school curricula and encourages exhibitions, visits to historical sites and museums and interactions with elders. The Government has instituted an annual Jamaica Day to celebrate Jamaican culture at all levels of education, and some schools participate in Black History Month. Other cultural celebrations include Emancipation and Independence Day in August and Heritage Week and National Heroes' Day in October. The country also marks the passing of the Slave Trade Abolition Act by the United Kingdom and the anniversary of the *Zong* slave ship tragedy of 1782. Since 2009, the National Commission on Reparations has been engaged in public education through the "Run for reparations" event and various youth rallies.

84. Students in Spain study the transatlantic slave trade and trafficking in the third and fourth year of secondary school. In the third year, students study seventeenth-century Europe, conquest and colonization and the different causes that led to the discovery of the America continent. In the fourth year, students study the eighteenth century up to 1789 and the history of Spain. Students are tested on their knowledge of different economic sectors, the industrial policy of the monarchy and measures taken in relation to trade with the Americas. Spain also teaches about the transatlantic slave trade and African culture through educational programmes and exhibitions at the National Museum of Anthropology.

85. The Ministry of National Education of the Republic of Turkey implemented a nationwide curriculum in high schools following the principle of non-discrimination. The new curriculum is founded on the principle of upholding equality and freedom of religion, conscience, thought and expression, as well as justice, social peace and human rights. It is aimed at defending universal human rights and the right to live free from discrimination based on race, colour, religion, language, political preference, ethnicity, property ownership or any other consideration. In this framework, history lectures covered racist movements in the United States of America, the political consequences of colonialism in Africa, the liberation movements, decolonization in Asia and Africa and the socioeconomic consequences of the interaction between colonialism and global capitalism.

X. Contribution of the United Nations Educational, Scientific and Cultural Organization to the programme of educational outreach on the transatlantic slave trade

86. Through its Slave Route Project, UNESCO has pursued its activities to raise awareness about the legacies of the slave trade and slavery in different parts of the world and contributed to the development of research on related neglected aspects and in little-covered regions. With a view to contributing to the International Decade for People of African Descent, new directions were defined for the Slave Route Project, to take into account the current international context marked by the increasing recognition of the lasting impact of that tragedy and of African heritage in many Member States, in particular in Latin America. These efforts are also aimed at entrenching the project in the present and in the reflection on the future of our contemporary societies by contributing to the debate on reconciliation, inclusion and peacebuilding.

87. UNESCO organized an event in September 2015 at its headquarters on the theme "Artists and the memory of slavery", which included an exhibition of contemporary art creations from 12 young creators from Benin, Cuba and the Dominican Republic, an artistic performance and a symposium to discuss how this memory continues to inspire artists.

88. On the occasion of the proclamation of the International Decade, UNESCO published an updated diary in 2016, providing relevant information on major events, historical figures and significant dates related to the resistance against the slave trade and slavery, in collaboration with the Office of the United Nations High Commissioner for Human Rights (OHCHR). The diary was published in English, French and Spanish.

89. In September 2016, UNESCO organized at its headquarters an international conference on the theme "International Decade for People of African Descent: ten years to act" to discuss the challenges of the International Decade, share national experiences regarding its implementation and explore strategies of action to promote greater synergy between key stakeholders. The meeting brought together around 300 participants, including representatives of the African Union, OHCHR, the Working Group of Experts on People of African Descent, representatives of non-governmental organizations, researchers and journalists.

90. UNESCO undertook various activities to reinforce the capacity of professionals and communities engaged in the inventory, preservation and management of sites of memory related to the slave trade and slavery in various countries (Brazil, Cameroon, Colombia, the Republic of the Congo, France, Mozambique, Saint Kitts and Nevis and the United States). In March 2018, it published *Legacies of Slavery: A Resource Book for Managers of Sites and Itineraries of Memory*, which provides concrete recommendations for the promotion of sites. In order to encourage Member States to preserve their memorial heritage, UNESCO has developed a new historical designation "Site of memory associated to the Slave Route", to be granted to sites and places that fulfil the defined criteria.

91. UNESCO helped to deepen the reflection on the psychological consequences of slavery and collaborated with the First Caraïbes Association and the Memorial Act to organize an international symposium on this sensitive issue in the French islands of Guadeloupe and Martinique. The proceedings of that meeting will be published.

92. The International Scientific Committee for the Slave Route Project met in November 2015 in Cape Verde, and in November 2017 in Mauritius, to assess the activities undertaken by the Slave Route Project and propose guidance to reinforce its impact and partnership. During its last meeting in Mauritius, the Committee adopted a declaration that underscored the need to address the practices of enslavement inherited from history and the important role museums play in sensitizing the general public on this legacy.

93. UNESCO organized an international seminar entitled "New approaches in interpreting and representing slavery in museums and sites" in Charlottesville, Virginia, United States, in March 2018, in cooperation with the Thomas Jefferson Foundation, the United States National Committee of the International Council on Monuments and Sites, the University of Virginia and the National Museum of African American History and Culture. UNESCO will prepare a handbook on these new approaches on the basis of recommendations from participants and results of the study undertaken by UNESCO on the same subject.

94. UNESCO finalized its pedagogical material (curriculum outlines, teacher guides and textbooks) about the general history of Africa aimed at educating primary- and secondary-level students about the significant contributions of African civilizations to world history. It is also finalizing three new volumes (IX, X and XI) of the *General History of Africa* to address the new challenges faced by Africa and its diaspora.

XI. Future activities

95. During the remainder of 2018 and throughout 2019, the Department will continue to collaborate closely with Member States to promote the annual observance of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade, the Remember Slavery programme and the *Ark of Return*.

96. The Department will continue to develop fruitful partnerships with CARICOM, the African Union, UNESCO and an array of new civil society organizations. It will also expand its collaboration with academics and museums and outreach to young people. Building on the positive momentum gained since 2015, the programme will continue to produce multilingual educational materials that can be used by educators as well as United Nations Information Centres. Additionally, the programme will ensure significant engagement from the United Nations Information Centres in order to expand the global awareness of slavery and the transatlantic slave trade to wider audiences.